

Unit 2 – Creating Systems to Manage Information

January 2022

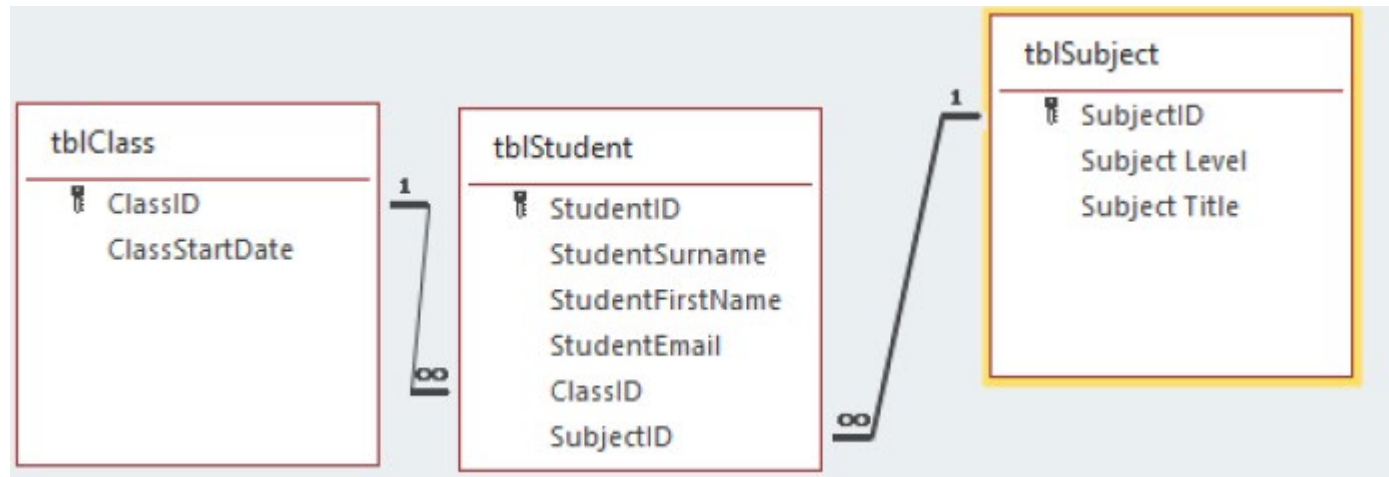
Script B

Activity	Band	Mark	Max Mark
Part A			
1 – Database relationship screenprint	1	1	8
2 – Table structures and validation	2	4	8
3 – Queries and report	2	5	12
4 – Structure testing	2	4	6
5 – Structure evaluation	2	3	6
Part B			
6 – Interface and functionality	2	7	14
7 – Interface testing	2	3	6
8 – Interface evaluation	1	2	6
Total		29	66

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Activity 1 – Database Relationship Screenprint, Band 1, Marks 1



Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4	Max. mark
Activity 1: ERD screenprint	0	1-2	3-4	5-6	7-8	8
irdable material		ERD shows an attempt at normalisation with significant data redundancy. ERD has some correct relationships shown.	ERD shows that most data is correctly normalised with some data redundancy. ERD has some correct relationships and some correct relationship types.	ERD shows that most data is correctly normalised with minimal data redundancy. ERD has mostly correct relationships and mostly correct relationship types shown.	The ERD shows that the data is correctly normalised with no data redundancy. ERD has correct relationships and relationship types shown throughout.	

Trait	Band	Comments
1	1	<ul style="list-style-type: none"> tblClass is missing the SubjectID tblStudent should not have the ClassID or the SubjectID in it the enrolment table is missing, which should have ClassID and StudentID in it There are three problematic fields this is classed as significant data redundancy
2	0	There are no relationships that are correct i.e., subject to class, class to class enrolment and student to class enrolment
Band	1	There is enough evidence for the bottom of Band 1 only.
Mark	1	

Activity 2 – Table Structures and Validation, Band 2, Marks 4

Table Structures

Add screenprints of each of your tables in design view showing the table names, field names and data types **ONLY**

tblStudent X	
Field Name	Data
StudentID	Number
StudentSurname	Short Text
StudentFirstName	Short Text
StudentEmail	Short Text

tblSubject X	
Field Name	Data
SubjectID	Number
Subject Level	Number
Subject Title	Short Text
ClassID	Number

tblClass X	
Field Name	Data
ClassID	Number
ClassStartDate	Date/Time
StudentID	Number

Trait 1

- A recognised naming convention has been used throughout for the tables
- Field names are inconsistent i.e., some have spaces between the words some do not

Trait 2

- The keys are not the same as in their ERD
- tblClass now has a foreign key in it – StudentID
- tblSubject now has a foreign key in it – Class ID
-

Trait 3

- ClassStart Date is Date/Time
- Subject Level is number
- The rest of the data types of fine too

Table Validation

Ensure the validation and the field it is applied to can be seen clearly in your screenshots.

Presence Check

- Add a screenprint of **one** presence check

General	Lookup
Field Size	255
Format	
Input Mask	
Caption	
Default Value	
Validation Rule	Is Not Null
Validation Text	Must enter a students surname
Required	Yes
Allow Zero Length	Yes
Indexed	No
Unicode Compression	Yes
IMF Mode	No Control

Trait 4

- Whilst the learner has applied a presence check they have not ensured the field to which it is applied is shown. This weakens the evidence

Length Check

Field Size	20
Format	
Input Mask	
Caption	
Default Value	

Trait 4

- Again the learner has failed to show which field the length check has been applied to

Value Lookup or Range Check

- Add a screenprint of **one** value lookup or **one** range check you have applied

Default Value	0
Validation Rule	Between 1 And 5
Validation Text	Must enter a valid Range
Required	No
Indexed	No
Text Align	General

Trait 4

The same problem here. The field to which the range check has been applied cannot be determined

Table Lookup

- Add a screenshot of **one** table lookup you have applied (foreign key only)

SubjectID	Subject Level	Subject Title	ClassID	Click to Add
1	2	GCSE Maths	1	
2	2	GCSE Computer Science	2	
3	3	AS Level Computer Science	3	
4	3	BTEC Information Technology	4	
5	3	A Level Computer Science	5	
*	0	0	0	
		GCSE Maths		
		GCSE Computer Science		
		AS Level Computer Science		
		BTEC Information Technology		
		A Level Computer Science		

Trait 4

The learner has failed to evidence the table lookup in design view. This is not markworthy as it cannot be determined whether it is a table lookup or not. Subject Title is not a field a table lookup would be applied to either so even if this were in design view it would not be markworthy

Format Check

- Add a screenshot of **one** format check you have applied

General	Lookup
Field Size	255
Format	
Input Mask	LLL\ LL"@washer.ac.uk"
Caption	
Default Value	
Validation Rule	

Trait 4

The learner has failed to ensure the field that the format check is applied to can be seen.

Activity 2: Table structure and validation	0	1-2	3-4	5-6	7-8	8
	No rewardable material	<p>Uses some meaningful field and table names with some inconsistencies.</p> <p>The table structure identifies some primary and foreign key fields.</p> <p>The table structure has limited use of correct data types.</p> <p>Limited use of validation which may be inaccurate.</p>	<p>Uses meaningful field and table names with minor inconsistencies.</p> <p>The table structure identifies most primary and foreign key fields.</p> <p>The table structure has correct data types for most fields.</p> <p>Accurate validation rules for some of the fields that require validation.</p>	<p>Uses a recognised naming convention with minor inconsistencies for fields and tables.</p> <p>The table structure identifies all primary and most foreign key fields.</p> <p>The table structure has correct data types for most fields including matching primary and foreign key fields.</p> <p>Accurate validation rules for most of the fields that require validation.</p>	<p>Uses a recognised naming convention consistently for fields and tables.</p> <p>The table structure identifies all primary and foreign key fields.</p> <p>The table structure has correct data types for all fields.</p> <p>Accurate validation rules for all fields that require validation.</p>	

Trait	Band	Comments
1	3	<ul style="list-style-type: none"> A recognised naming convention has been used for the tables, but the field names are inconsistent
2	1	<ul style="list-style-type: none"> The evidence is really weakened here because the learner has changed the structure of the database. Activity 2 is compared against Activity 1. Only if there is no activity 1 is it compared against our solution. The learner had therefore identified all primary keys, but the foreign keys were different
3	4	<ul style="list-style-type: none"> All of the data types are correct
4	1	<ul style="list-style-type: none"> Unfortunately, the learner did not ensure that the fields to which validation had been applied could be seen. This significantly weakened the evidence.
Band	2	Overall, there is enough evidence to place the learner in band 2. The weaknesses in traits 2 and 4 prevent it being any higher.
Mark	4	

Activity 3 – Queries and report, Band 2, Marks 5

Queries

- (a) Create a query to display an alphabetically sorted list of student names who study GCSE Maths or BTEC Information Technology. The names must be sorted by surname and then firstname. It must show the full name of each student and the subject title only.

Field:	StudentSurname	StudentFirstName	Subject Title
Table:	tblStudent	tblStudent	tblSubject
Sort:	Ascending		
Show:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Criteria:			"GCSE Maths" Or "BTE
or:			

StudentSurname	StudentFirstName	Subject Title
Abott	James	GCSE Maths
Bate	Lewis	GCSE Maths
Scott	Komal	BTEC Information Technology

Trait 1

Point are awarded for these fields in the query grid

- Subject title (1)
- Student Lastname (1)
- Student First Name (1)

Trait 2

- Student Lastname has been sorted (1)
- Student First name is not sorted after Student Last name
- Subject Title criteria includes GCSE Maths and BTEC Information Technology. There is just enough evidence to award this considering the truncated criteria and the datasheet view (1)
- Subject Title criteria uses OR (1)

Trait 3 (Datasheet view)

- The ordering of the columns is appropriate i.e. easy to read and understand (1)
- There is no truncation of the field names and no truncation of the data (1)
- Only the required fields have been displayed (1)

(b) Create a query that will calculate:

- the number of students enrolled into each class.

Display:

- the subject title
- the number of students enrolled into each class
- a field with the automatically generated field content of "Still Spaces" if there are spaces left in a class.

Field:	Subject Title	TotalStudents
Table:	tblSubject	tblSubject
Total:	Group By	Group By
Sort:		
Show:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Criteria:		

qryEnrolled	
Subject Title	TotalStuden
A Level Computer Science	1
AS Level Computer Science	2
BTEC Information Technology	1
GCSE Computer Science	2
GCSE Maths	3

Trait 1

Point are awarded for these fields in the query grid

- Subject title (1)

Trait 2

- There is no evidence for trait 2

Trait 3 (Datasheet view)

- The ordering of the columns is appropriate i.e. easy to read and understand (1)
- The field name for TotalStudents has been truncated so no point awarded
The correct fields are not displayed so no point awarded

Report

(c) Create a report that shows a list of classes.

For each class, calculate the total number of students enrolled.

Display:

- a suitable report title
- the class start date
- the subject title
- the names of the students enrolled
- the total number of students enrolled
- the overall number of enrolments in all classes.

The report must fit on one page.

The screenshot shows a report design tool interface. At the top, a light blue header section contains the title 'Enrollment'. Below this is a 'Subject Title Header' section with a blue background, containing two text boxes labeled 'Subject Title'. The main body of the report is a 'Detail' section with a light gray background, containing a table with two columns: 'ClassStartDate' and 'StudentFirstName'. At the bottom, there is a 'Page Footer' section and a 'Report Footer' section. The 'Report Footer' section contains a text box with the formula '=Count([StudentF'.

Trait 1

Point are awarded for these fields in the report

- Class start date (1)
- Subject title (1)
- Student first name (1)

Trait 2

- There is not enough evidence to award any points for trait 2. The only calculation that can be seen is truncated and, unfortunately, the learner did not include the pdf version of the report to compare with

Trait 3 (taken from any view of the report)

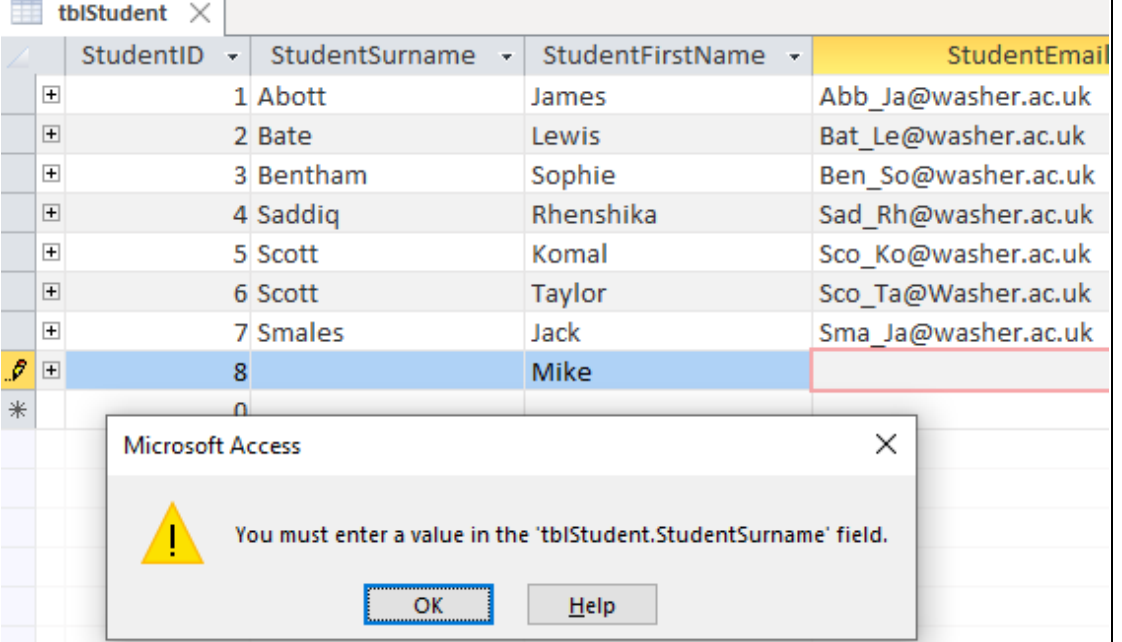
- Title is appropriate (1)

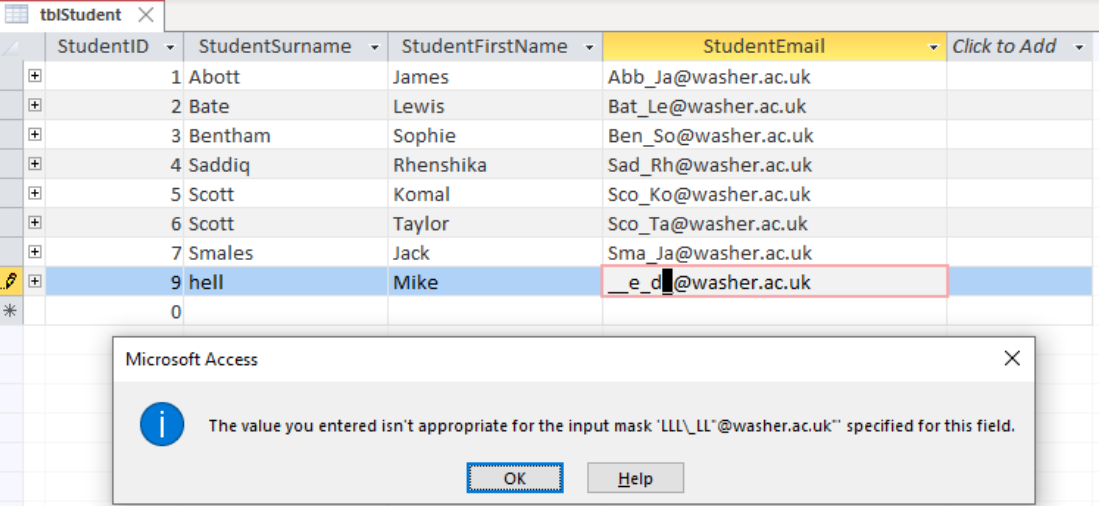
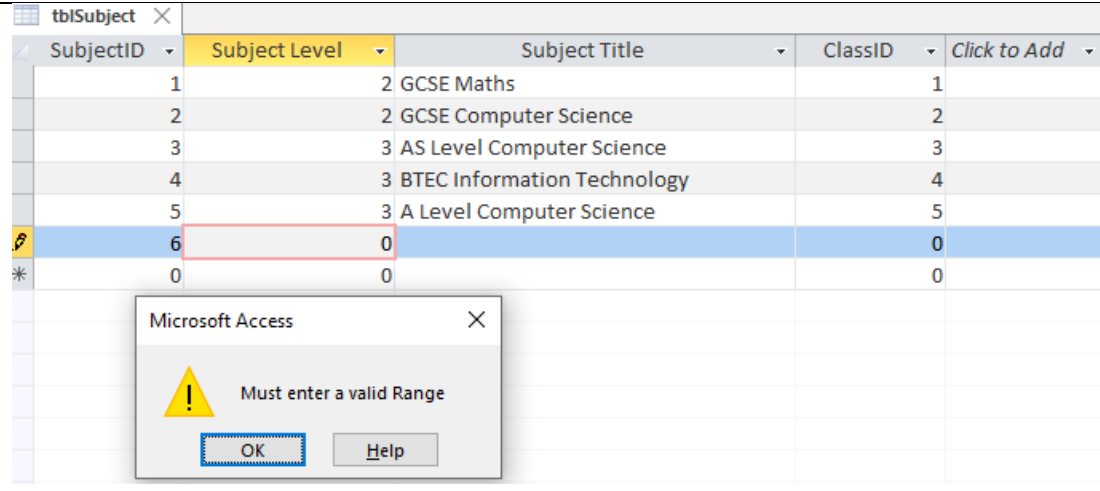
Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4	Max. mark
Activity 3: Queries and Report	0	1-3	4-6	7-9	10-12	12
	No rewardable material	<p>Queries and report include limited relevant fields.</p> <p>Queries and report include details of some criteria and calculations required, which may include inaccuracies.</p> <p>Presentation of data in queries and report will not aid readability and understanding of data.</p>	<p>Queries and report includes some relevant fields.</p> <p>Queries and report include accurate details of some criteria and calculations required.</p> <p>Presentation of data in queries and report will, in places, aid readability of and understanding of data.</p>	<p>Queries and report includes mostly relevant fields.</p> <p>Queries and report includes accurate details of most criteria and calculations required.</p> <p>Presentation of data in queries and report will mostly aid readability and understanding of data.</p>	<p>Queries and report includes all relevant fields only.</p> <p>Queries and report include accurate details of all criteria and calculations required.</p> <p>Presentation of data in queries and report will aid readability and understanding of data.</p>	

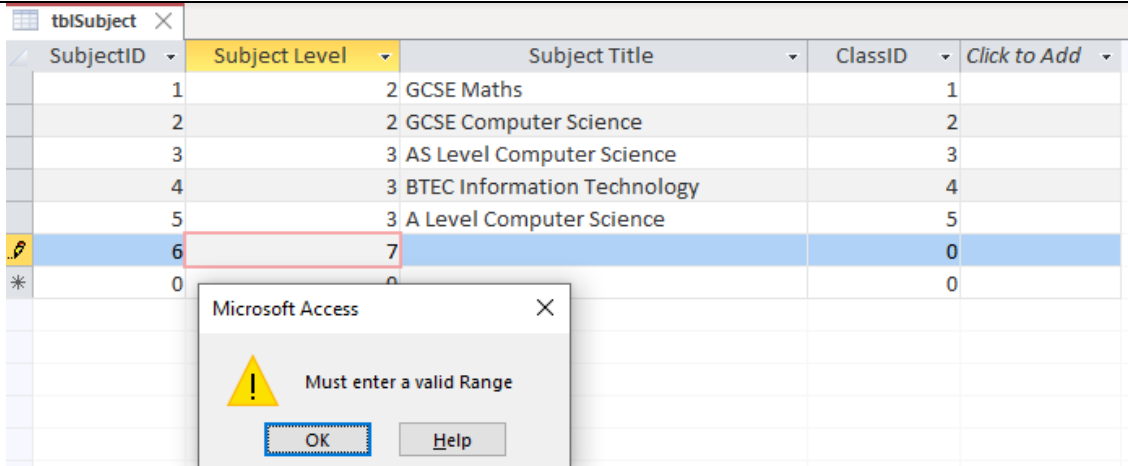
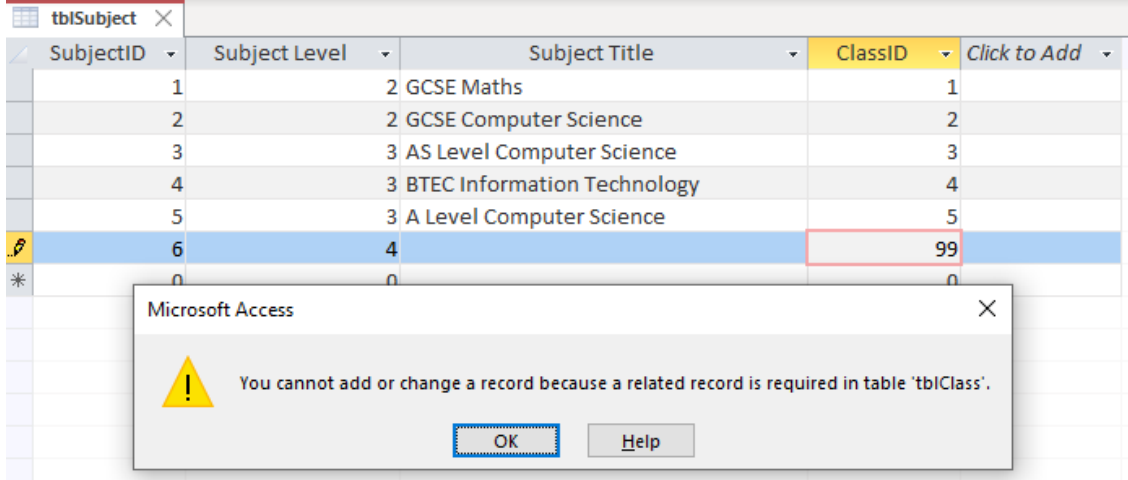
Trait	Band	Comments
1	3B	Query A achievement 3 points, query B achievement 1 point, report achievement 3 points. Overall, 7 points. 7 points is the bottom of Band 3
2	1T	Query A achievement 3 points, query B achievement 0 points, report achievement 0 points. Overall, 3 points, 3 points is the top of Band 1
3	2M	Query A achievement 3 points, query B achievement 1 point, report achievement 1 point. Overall, 5 points. 5 points is the middle of Band 2
Band	2M	There is enough evidence to place the learner in mid Band 2
Mark	5	

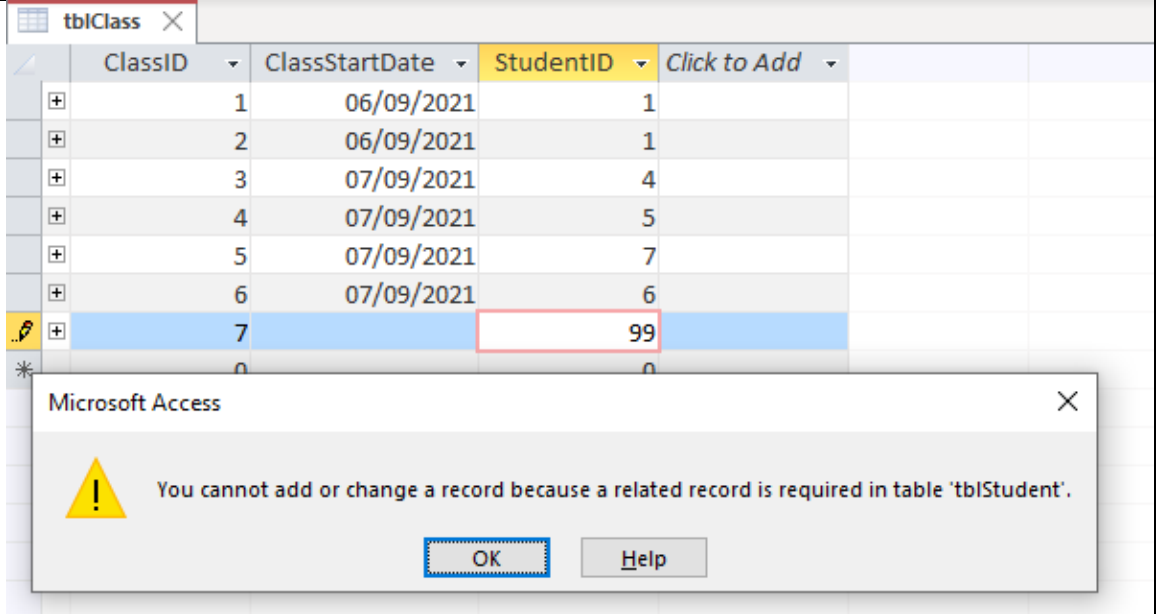
Activity 4 – Structure testing, Band 2, Marks 4

Input form to add a new subject

Test No	Test data	Expected results	Add screenprint(s) of the results of this test (and any retests) Ensure you show the test data used in the screenprint(s)
1	StudentID: 8 - Surname: blank - First name: mike	Will ask to input a student's name	
Data	The learner has included test data for some of the fields i.e. the email address is missing. Testing should include test data for all fields and test data for all fields should be shown in the actual results.		
Expected	The expected results are fine. Reading it you would expect an error message to appear asking you to input the student's name.		
Actual	The actual results do match the test data and the expected results. It would have been nice if the learner had recognised the error message is not very helpful		

Test No	Type Test data	Expected results	Add screenprint(s) of the results of this test (and any retests) Ensure you show the test data used in the screenprint(s)
2	StudentID: 9 – Surname: hell: First name: mike email __e_d_@washer.ac.uk	To say the formatting is wrong	
Data	Learner has included test data for all fields. All is valid other than the field being tested, which is good		
Expected	Expected results does suggest an error message will appear.		
Actual	Can see all of the test data being used, it matches the given test data, and the actual results clearly match the expected results. It would not be expected		
3	StudentID: 6 – Subject Level: 0	To say must enter a valid range	
Data	Learner has included test data for some of the fields. Subject Title and Class ID has not been specified		
Expected	The expected results does suggest an error message will be shown		

Actual	Test data does match the expected results and test data, but it would have been nice for the learner to acknowledge the error message itself is not very useful – how would the user know what the valid range is?		
4	StudentID: 6 – Subject Level: 7	say must enter a valid range	
Data	Same slight weakness in terms of the test data as test 3		
Expected	The expected results do suggest an error message will be shown		
Actual	Test data does match the expected results and test data but ,again, it would have been nice for the learner to acknowledge the error message itself is not very useful		
5	StudentID: 6 Subject level 4 – ClassID: 99	To say Must enter a valid class id	
Data	Test data has been given for some of the fields		
Expected	The expected results does suggest an error message.		
Actual	Data in the actual results matches the test data. Error message just about matches		

6	ClassID:7 StudentID: 99	To say must enter a valid student id	
Data	Test data for some of the fields only		
Expected	The expected results does suggest an error message.		
Actual	Data in the actual results matches the test data. Error message just about matches		

Assessment focus	Band 0	Band 1	Band 2	Band 3	Max Marks
Activity 4: Structure Testing	0	1-2	3-4	5-6	6
	No rewardable material	<p>Testing is too narrow to confirm a working interface, including limited normal, erroneous and/or extreme data.</p> <p>Expected results are generic or mostly inaccurate. Test data may not be present</p> <p>Test results prove that that the database operates under some normal circumstances relevant to the scenario. Test result comments are present when errors have been found. These comments show a limited understanding of any errors that were found.</p>	<p>Testing is adequate to confirm a working solution, including some normal, erroneous and/or extreme data.</p> <p>Expected results are mostly accurate and based on identified test data but may lack detail.</p> <p>Test results prove that that the database operates under some normal circumstances and that the interface can cope with some erroneous and extreme data relevant to the scenario. Test result comments are present when errors have been found. These comments show partial understanding of any errors that were found.</p>	<p>Testing is thorough, including a range of normal, erroneous and extreme data.</p> <p>Expected results are specific and accurate based on identified test data.</p> <p>Test results prove that that the database operates under all circumstances relevant to the scenario. Test result comments are present when errors have been found. These comments show a clear understanding of any errors and how they were fixed.</p>	

Trait	Band	Comments
1	2	There is testing for the six tests specified so it would suggest thorough. However, there are weakness present
2		There are quite a few instances where test data has only been specified for some of the fields rather than all of them so is classed as lacking detail. The expected results were based on the test data given
3		The test results did match expected results but there were some weaknesses. At times the results were bordering on vague or inaccurate compared to the actual results. There were also weaknesses that the learner should really have picked up on – error messages being of limited use (the ones where they have created the error messages)
Band	2	Overall, there is enough evidence to place at the top of Band 2
Mark	4	

Activity 5 - Evaluation, Band 2, Marks 3

I believe this database is very useful as it minimises data duplication and meets the validation requirements. Such as a student's name will not save without being present for this, I used the is not null validation rule to ensure the portion of the table is not allowed to be unfilled this ensures that the tables will be completed and there will be no missing data. Furthermore, I ensured the students email has the correct formatting to ensure that the email does not get miss typed I used the formatting of LLL_LL@washer.ac.uk I believe this is a correct way to ensure the email does not get mistyped. I have also ensured that the range of subjects has been met I did this via using the between validation rule this ensures that the range of the subjects cannot vary and is from 1 to 3, this will ensure that no data is incorrect, and an unusable subject is entered. I also ensured that each class is for a subject and that a subject may be taught in more than one class this is done through putting the correct IDs in separate tables and enforcing referential integrity. This ensures that all validation between the tables is accurate and makes sure that no duplicate data can be entered. I also used a table lookup to simplify the manual entry of each subject title not only does this save time it also reinforces that no mismatch data is entered and that the spelling and readability of the subject title is correct.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Max. mark
Activity 5: Structure Evaluation	0	1-2	3-4	5-6	6
	No rewardable material	<p>Superficial understanding of relevant technical concepts shown with some inaccuracies.</p> <p>Limited or unsupported justification of the relational database structure selected.</p> <p>Limited links between aspects of the solution and the requirements of the scenario.</p> <p>Technical vocabulary is used but it is not used appropriately to support arguments.</p>	<p>Some accurate and relevant understanding of technical concepts shown.</p> <p>Some valid justification, which may lack support of the relational database structure selected.</p> <p>Some logical links between aspects of the solution and the requirements of the scenario but may lack clarity.</p> <p>Mostly accurate technical vocabulary is used to support arguments.</p>	<p>Accurate and detailed understanding of relevant technical concepts shown throughout.</p> <p>A valid and fully supported justification of the relational database structure selected.</p> <p>Makes logical coherent links between aspects of the solution and the requirements of the scenario throughout.</p> <p>Fluent and accurate technical vocabulary is used to support arguments.</p>	

Trait	Band	Comments
1	2	It is clear, in places, that the learner is talking about their own solution. This is better in terms of validation. The evaluation of the structure is much weaker and very general in places.
2		
3		
Band	2	There is enough evidence to place at the bottom of Band 2
Mark	3	

Activity 6 – Interface and Functionality, Band 2, Marks 7

Subject form

The form is titled 'Add Subject Record'. It contains three input fields: 'SubjectTitle', 'FacultyID' (with a value of 0), and 'SubjectLevel' (with a value of 0). An asterisk is next to the 'SubjectTitle' field. At the bottom is a button labeled 'Add Record'.

```
Private Sub Add_Subject_Click()  
    If IsNull([SubjectTitle]) Then  
        MsgBox ("Must enter a valid title")  
    Else  
        DoCmd.GoToRecord , "", acNewRec  
        MsgBox ("Saved")  
    End If  
End Sub
```

Trait 1 this is all about how the form looks, how easy they would be to use and how relevant they are to the scenario and task. The purpose of the first one was to add a subject.

Looking at the form from a user's perspective the form is to add a new subject. The title ensures this is known straight away. The learner has included one user aid for data entry i.e., an asterisk. However, there are weaknesses in terms of labels i.e., no spaces between words and the width of the fields could be better.

Trait 2 this is all about the criteria/calculations required to meet requirements. In terms of the first form the only 'calculation' as such is the generation of the SubjectID. This was an AutoNumber field so the learner only needed to include the field on the form so that New or equivalent could be seen. This learner has not done that.

Trait 3 this is all about validation and automation. The first form is the only form that needs to be validated.

The requirements were:

1. The form should be ready for data entry.
2. The subject title must be present.
3. The level must be within the specified range.
4. Valid data should be appended to the subject table and a save message should appear.
5. A suitable error message should appear where invalid data has been used.

1. The form should be ready for data entry
The form is blank – that is enough to suggest it is ready for data entry
2. The subject title must be present
The learner has used IsNull to check to ensure the subject title is present
3. The level must be within the specified range
There is no evidence of this
4. Valid data should be appended to the subject table and a save message should appear
The learner is forcing the save by moving to a new record and is displaying a save message. However, the save would take place regardless of the level input, so this weakens the evidence
5. A suitable error message should appear where invalid data has been
There is a suitable error message if the subject title has not been input

Test results form

The purpose of this form was to be able to select a subject for the most recent test week, see the maximum mark available for that test, input the number of students who sat the test, input the highest and the lowest marks achieved, see the highest and lowest marks represented as percentages. Validation is not expected for the second form nor is the save process. That skills for that have already been tested in the first form.

CurrentTestWeek FirstOfTestWeek

Add Test Results

SubjectTest Unbound

MaximumMark =[SubjectTestCom

NumStudentsPresent NumStudentsPres

HighestMark HighestMark

LowestMark LowestMark

HighestMarkPercentage =[HighestMark]

LowestMarkPercentage =[LowestMark]

Field:	SubjectID	TestWeek	NumStudentsPresent	HighestMark	LowestMark	SubjectTitle	MaximumMark
Table:	tblSubject	tblTestResult	tblTestResult	tblTestResult	tblTestResult	tblSubject	tblTest
Total:	Group By	First	Group By	Group By	Group By	Group By	Group By
Sort:		Descending					
Show:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Criteria:							

frmTestResults

CurrentTestWeek 10/01/2022

Add Test Results

SubjectTest AS Level Chem

MaximumMark 14

NumStudentsPresent

HighestMark

LowestMark

HighestMarkPercentage

LowestMarkPercentage

HighestMarkPercentage =[MaximumMark]/20*[HighestMark]

LowestMarkPercentage =[MaximumMark]/20*[LowestMark]

Trait 1

The title is appropriate for the form. The user would know the purpose of the form

The is one user aid i.e., a combo box to select the subject

The labels are not user friendly i.e., no spaces between the words

There are weaknesses in terms of the field widths. The subject test is not wide enough, and the rest are too wide for the data that will be in them i.e., digits

The form is partially fit for purpose

These were the requirements.

1. When the form opens the date of the latest test week must display automatically in a field.
2. There must be a combo box for the subject. This must contain only the subjects that have a test in the test week displayed on the form.
3. Once the user has selected a subject the form must display the maximum mark for that subject's test in a field.
4. The user must then be able to input into fields:
 - the number of students who took the test
 - the highest mark achieved
 - the lowest mark achieved.
5. These details should then be calculated and displayed in fields:
 - the highest mark as a percentage
 - the lowest mark as a percentage.

Trait 2

1. When the form opens the date of the latest test week must display automatically in a field.
The learner chose to use a query to do this. The TestWeek was sorted into descending order in order to ensure the latest test week appears first.

CurrentTestWeek	10/01/2022
-----------------	------------

Field:	SubjectID	TestWeek	NumStudentsPresent	HighestMark	LowestMark	SubjectTitle	MaximumMark
Table:	tblSubject	tblTestResult	tblTestResult	tblTestResult	tblTestResult	tblSubject	tblTest
Total:	Group By	First	Group By	Group By	Group By	Group By	Group By
Sort:		Descending					
Show:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Criteria:	.						

2. There must be a combo box for the subject. This must contain only the subjects that have a test in the test week displayed on the form.
Whilst a combo box can be seen there is no evidence to suggest it only shows subjects that have a test in the test week displayed on the form
3. Once the user has selected a subject the form must display the maximum mark for that subject's test in a field.
There is just enough evidence to suggest an attempt has been made to retrieve the maximum mark. The formula is truncated but a maximum mark can be seen on the form.

MaximumMark	=[SubjectTestCom	MaximumMark	14
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5. These details should then be calculated and displayed in fields:

- the highest mark as a percentage
- the lowest mark as a percentage.

HighestMarkPercentage	=[MaximumMark]/20*[HighestMark]
LowestMarkPercentage	=[MaximumMark]/20*[LowestMark]

There has been an attempt to calculate the highest and lowest marks as percentages.

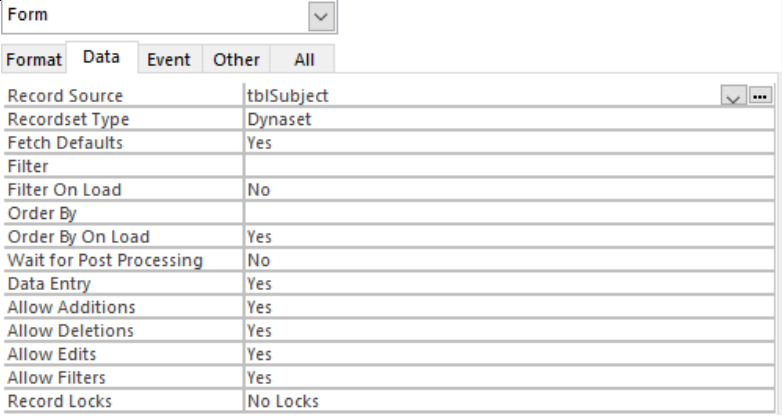
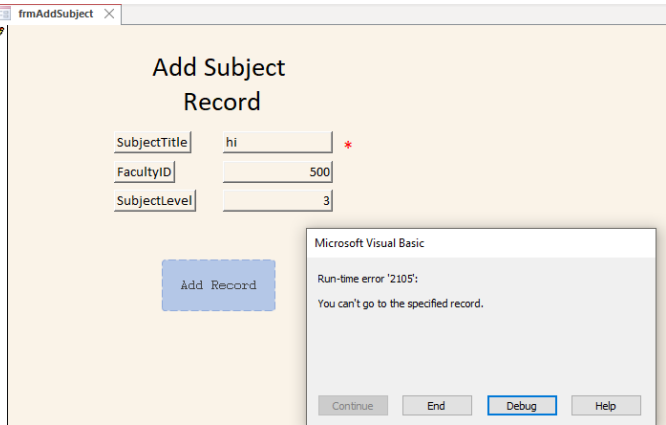
Trait 3

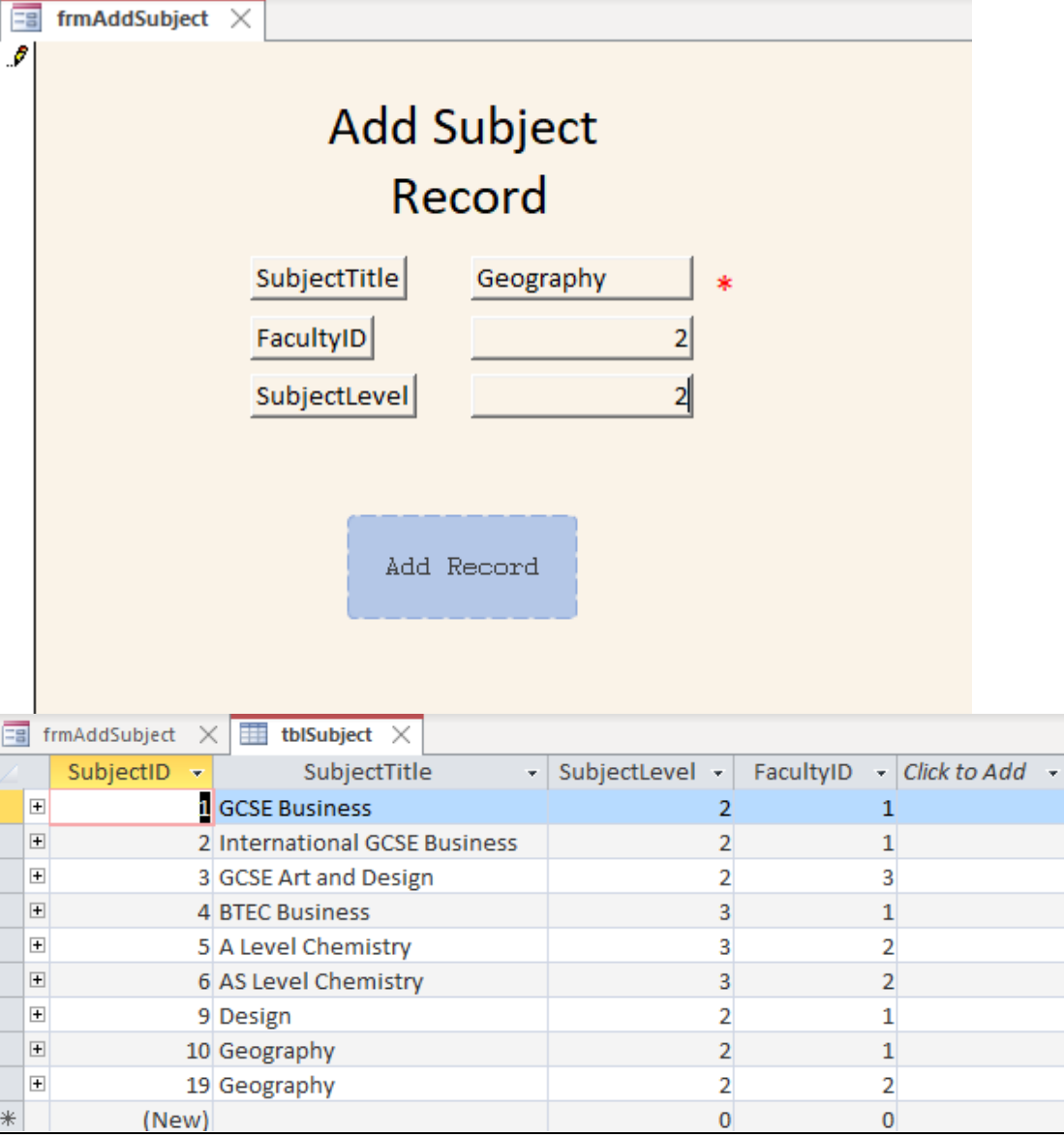
Though there are weaknesses in terms of generating some of the data maximum mark and the percentages would be displayed and the highest and lowest marks would refresh with different inputs.

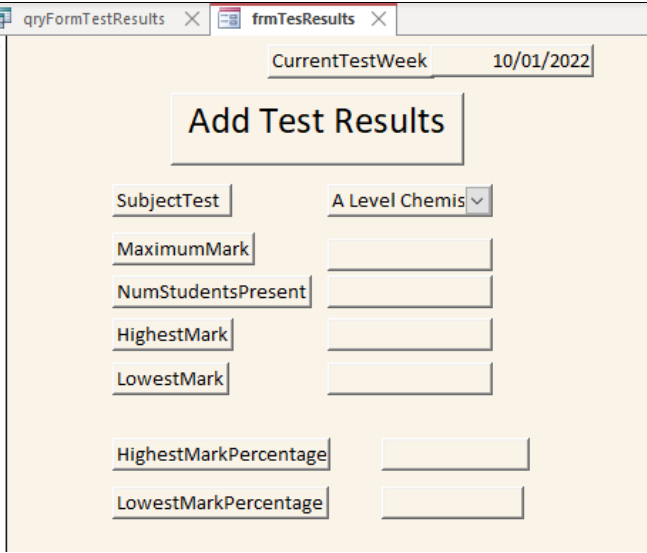
Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4	Max. mark
Activity 6:	0	1-4	5-7	8-10	11-14	14
Interface and Functionality	No rewardable material	<p>Interface is unclear or provides limited information and there are inconsistencies and inaccuracies in formatting, so a user would experience difficulty in using the database and making maintenance by a third party difficult</p> <p>Interface may not have details of criteria/calculations required, or these may include inaccuracies.</p> <p>Interface uses minimal validation, checking procedures and automation resulting in a system with limited capacity to reduce errors or handle unexpected events.</p> <p>Interface may not be fully functional and/or may have major errors that prevent the interface from meeting the given criteria.</p>	<p>Interface is clear but there are some inconsistencies and inaccuracies in formatting allowing a user to use the database with minor difficulties and allowing maintenance by a third party with minor difficulties.</p> <p>Interface includes accurate details of some criteria/calculations required.</p> <p>Interface uses some accurate validation, checking procedures and automation, resulting in a system that minimises the most common errors and handles some unexpected events.</p> <p>Interface is functional and meets some of the given criteria with minimal errors.</p>	<p>Interface is clear with minimal inconsistencies and inaccuracies in formatting allowing a user to use the database easily and allowing maintenance by a third party with minor difficulties.</p> <p>Interface includes accurate details of most criteria/calculations required.</p> <p>Interface uses accurate validation, checking procedures and automation, resulting in a system that minimises the majority of errors and handles most unexpected events.</p> <p>Interface is functional with minimal errors and meets the given criteria.</p>	<p>Interface is clear and intuitive, consistently and accurately formatted allowing a user to easily use the database and allowing it to be easily maintained by a third party.</p> <p>Interface includes accurate details of all criteria/calculations required.</p> <p>Interface uses accurate validation, checking procedures and automation throughout, resulting in a robust system that minimises errors and handles unexpected events.</p> <p>Interface is fully functional and fully meets the given criteria.</p>	

Trait	Band	Comments
1	2T	Taking the weaknesses into account there is enough evidence to suggest top of Band 2
2	2B	The evidence of generating the SubjectID was weak for form 1. There was some evidence for form 2 but only enough to suggest generating the maximum mark was entirely correct
3	3M	The save process and validation were not entirely correct for the subject form. The second form would display the results of the generated data and some of it would be updated if the input changed
4	2T	Based on the other three traits the top of Band 2 is the most appropriate
Band	2T	There is enough evidence to award marks at the top of band 2
Mark	7	

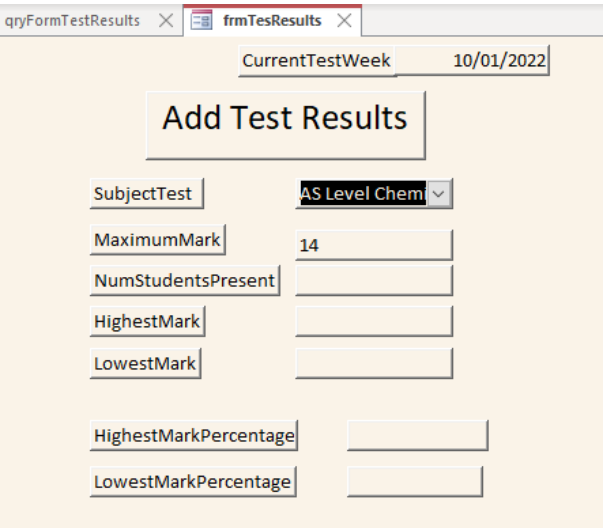
Activity 7 – Interface testing, Band 2, Marks 3

Test No	Test data	Expected results	Add screenprint(s) of the results of this test (and any retests) Ensure you show the test data used in the screenprint(s)
1	Data Entry	Data entry - Yes	
Data		The test data is not really appropriate. It should be open the form or similar	
Expected		Expected results are not relevant	
Actual		Actual results are not appropriate	
Test No	Type Test data	Expected results	Add screenprint(s) of the results of this test (and any retests) Ensure you show the test data used in the screenprint(s)
2	Invalid faculty – 500	Code will not recognise the entry because it exceeds the limit of faculty	
Data		Test data has only been specified for one field	
Expected		Expected results are not too good – what would the user see?	
Actual		The actual results does include the test data and has an error message	

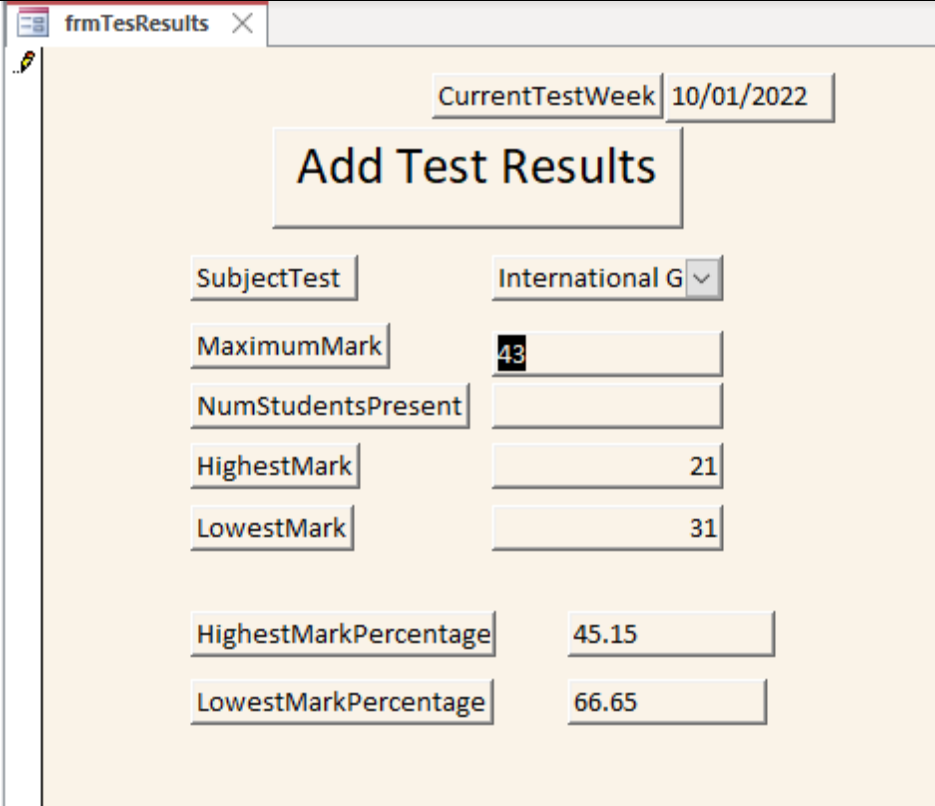
Test No	Type Test data	Expected results	Add screenprint(s) of the results of this test (and any retests) Ensure you show the test data used in the screenprint(s)
3	Will save in subject table	To save the expected faculty title and level to the table	 <p>The screenshot shows a web application interface for adding a subject record. The form is titled 'Add Subject Record' and contains three input fields: 'SubjectTitle' (with the value 'Geography'), 'FacultyID' (with the value '2'), and 'SubjectLevel' (with the value '2'). A red asterisk is visible next to the 'SubjectTitle' field, indicating a validation error. Below the form is a blue button labeled 'Add Record'. Below the form, a table titled 'tblSubject' is displayed, showing a list of subjects. The table has columns: SubjectID, SubjectTitle, SubjectLevel, FacultyID, and Click to Add. The table contains 10 rows of data, including 'GCSE Business', 'International GCSE Business', 'GCSE Art and Design', 'BTEC Business', 'A Level Chemistry', 'AS Level Chemistry', 'Design', 'Geography', and a new record marked with an asterisk.</p>
Data	There is no test data. What has been given is inappropriate		
Expected	Expected results do suggest a save will take place		
Actual	Actual results show the record in the table		

4	Date of current test week	Show the date of the current test week	
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Data	Test data is vague
Expected	Expected results are a bit vague. Could say what the test date will be
Actual	Actual results are present but would have to guess if they are correct

5	User selects subject and max mark of the subject comes up in another field	
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Data	There is no test data
Expected	There are no expected results
Actual	It is unknown whether the actual results show what they are supposed to show

6	Highest mark and lowest mark percentage	
Data	There is no test data	
Expected	There are no expected results	
Actual	It is unknown whether the actual results are what were expected	

Assessment focus	Band 0	Band 1	Band 2	Band 3	Max Marks
Activity 7: Interface Testing	0	1-2	3-4	5-6	6
	No rewardable material	<p>Testing is too narrow to confirm a working interface, including limited normal, erroneous and/or extreme data.</p> <p>Expected results are generic or mostly inaccurate. Test data may not be present</p> <p>Test results prove that that the database operates under some normal circumstances relevant to the scenario. Test result comments are present when errors have been found. These comments show a limited understanding of any errors that were found.</p>	<p>Testing is adequate to confirm a working solution, including some normal, erroneous and/or extreme data.</p> <p>Expected results are mostly accurate and based on identified test data but may lack detail.</p> <p>Test results prove that that the database operates under some normal circumstances and that the interface can cope with some erroneous and extreme data relevant to the scenario. Test result comments are present when errors have been found. These comments show partial understanding of any errors that were found.</p>	<p>Testing is thorough, including a range of normal, erroneous and extreme data.</p> <p>Expected results are specific and accurate based on identified test data.</p> <p>Test results prove that that the database operates under all circumstances relevant to the scenario. Test result comments are present when errors have been found. These comments show a clear understanding of any errors and how they were fixed.</p>	

Trait	Band	Comments
1	2	The testing borders between being too narrow and adequate
2		The test data was weak in several places. Expected results were also weak in places
3		There is enough to say it operates under some normal circumstances with some erroneous data etc. It is weak in places though
Band	2	There is just enough evidence to suggest the bottom of Band 2 is appropriate
Mark	3	

Activity 8 – Interface evaluation, Band 1, Marks 2

believe my interface is easily accessible accurate and exactly what is asked for. The subject entry form is in data entry mode the subject level is within the excepted range this was accomplished via using the between 1 and 3 validations, and it also ensures that an invalid faculty cannot be selected for example typing 500 as a faculty will result in an error as it is not in the table for faculty.

Furthermore the test results form ensures that when it opens the latest test week is displayed automatically in the top right corner, there is a combo box for the subject that allows you to select the subject date and alongside this will show the maximum amount of marks for that week I managed to accomplish this by linking the maximum marks field with the combo box and using the .column feature to select which column the field selects and displays.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Max. mark
Activity 8: Interface Evaluation	0	1-2	3-4	5-6	6
	No rewardable material	<p>Superficial understanding of relevant technical concepts shown with some inaccuracies.</p> <p>Limited or unsupported justification of the quality, performance and usability of the interface.</p> <p>Limited links between aspects of the solution and the requirements of the scenario.</p> <p>Technical vocabulary is used but it is not used appropriately to support arguments.</p>	<p>Some accurate and relevant understanding of technical concepts shown.</p> <p>Some valid justification, which may lack support of the quality, performance and usability of the interface.</p> <p>Some logical links between aspects of the solution and the requirements of the scenario but may lack clarity.</p> <p>Mostly accurate technical vocabulary is used to support arguments.</p>	<p>Accurate and detailed understanding of relevant technical concepts shown throughout.</p> <p>A valid and fully supported justification of the quality, performance and usability of the interface.</p> <p>Makes logical coherent links between aspects of the solution and the requirements of the scenario throughout.</p> <p>Fluent and accurate technical vocabulary is used to support arguments.</p>	

Trait	Band	Comments
1	1	It is clear the learner is talking about their own solution but there is no real thought about the impact of their solution on the user. Overall, the evaluation best placed in Band 1.
2		
3		
4		
Band	1	
Mark	2	